



All through School Behaviour Policy

Author	Principal
Date	June 2021
Review Date	July 2022

1. Introduction

This policy is addressed to all staff, all students and parents/carers. It also applies to the wider school community. A copy of this policy can be found on the school website. Parents/carers will be reminded of this on an annual basis through the school newsletters and through the website. This policy will be reviewed every year, earlier if government legislation changes. This policy can be made available in large print or other accessible format if required.

2. Expectations

This policy sets out how Parkfield School will promote good behaviour, self-discipline, and respect, prevent bullying, ensure that students complete work to the best of their ability and support the conduct of students. In applying this policy, Parkfield School will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of students with special educational needs. Parkfield School will also have regard to its safeguarding policy where appropriate.

At Parkfield School we aim to have learning at the centre of everything we do. We believe that, in order to support our students with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning. We believe that every single student has the ability to be exceptional – but to achieve this every student needs a have a safe and structured working environment where expectations are clear, and every individual is held accountable for their actions. To ensure this is possible we have implemented clear expectations which promotes a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued and respected.

Our policy aims to:

- promote positive behaviour
- promote self-esteem, self-discipline and positive relationships
- provide a safe environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour
- make reasonable adjustment for those students with special educational needs and/or disabilities.

This will include those students with a medical diagnosis or Education Health Care Plan (EHCP) in place as well as students with identified additional needs who may require more SEND / pastoral support.

2.1. Staff

All staff are responsible for implementing the school policy consistently and fairly throughout the school by setting the standards required to promote positive a learning environment.

Support is available for staff who feel they need it through their line manager. Serious incidents will involve the Senior Leadership team and dealt with accordingly. Regular CPD on behaviour and attendance is provided for new and existing staff so that implementation consistency is maintained.

2.2. Senior Leadership Team

The Senior leadership team of the school will be responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

2.3. Parents and Carers

Parents and carers play a crucial role in shaping the attitudes which produce good behaviour in schools. We therefore endeavour to keep parents 'informed' at every opportunity and encourage them to take full advantage of all appropriate formal and informal ways of communication with our school. It is assumed that all parents whose children enter Parkfield School are prepared to accept these sanctions and to support the staff in maintaining high standards of discipline and respect for others. We aim to keep parents informed about progress and successes: where problems arise, we want to involve them in finding the right solution. Parents are encouraged to contact their child's community leader for pastoral concerns and their child's subject teacher for subject concerns. Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour and attendance of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour for learning and attendance by:

- Agreeing to the home school agreement expectations
- Ensuring that their child goes to school, on time and properly equipped
- Support the school policies and guidelines for behaviour and discipline
- Letting the school know about concerns or problems that might affect their child's work or behaviour
- Contacting the school in a calm and appropriate manner
- Taking an interest in the work their child does and encouraging high personal standards
- Providing conditions that support and encourage home learning and other opportunities for independent learning
- Attending parent consultation evenings and other appropriate meetings organised by the school
- Asking the school for help e.g. parenting advice and courses

2.4. Students

Students are responsible for:

2.4.1. Punctuality and attendance

Students should:

- arrive on time to school each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality

2.4.2. Behaviour and conduct

Students should:

- ensure that all electronic devices, such as mobile phones, are out of sight and switched off and in their school bag at all times
- refrain from bringing items of high value into the school (the school does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent. Students must wear appropriate outdoor shoes (no trainers or steel capped footwear) Jewellery is limited to one stud or sleeper (in silver or gold) in each ear. No other visible piercings are allowed eg: nose studs, eyebrow rings and tongue studs. A small religious symbol and chain may be worn but it should not be visible. Facial piercings, make-up or extreme hair styling or colours are not permitted – only natural hair colours are acceptable. Shaven hair / eye-brow lines are not permitted, and there should be no false or painted nails. Hair should be an acceptable length and for smartness should be tied back / placed in a bun if longer than collar length.
- not wear non-uniform items in and around school, including jumpers, hoodies or outdoor coats
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never engage in physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the school community
- follow reasonable instructions first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying)

2.4.3. Moving safely around the school site

Students should:

- walk quietly on the left, with pace and purpose ensuring they are not blocking the way of any other members of the school community
- ensure they are in full uniform whilst moving around the site
- be courteous to staff, other students, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing

2.4.4. Behaviour for Learning

Students should:

- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and immediately commencing the 'Do Now' activity
 - listen to the best of their ability when a staff member is addressing the class
 - refrain from shouting or calling out
 - be equipped: planner, knowledge organiser, appropriate bag, pens, pencils, ruler, rubber, calculator, PE kit
 - refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the school site; this includes soft drinks, sweets and chewing gum
 - ensure that toilet visits are taken during break or lunch unless the student has a medical condition, in which case a medical pass will be issued by the community leader
- ➤ take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, feedback in green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and resilience
- ensure that all homework tasks are attempted and completed to the best of their ability
- ensure that they know what homework needs to be completed and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty

2.4.5. Representing the School

Students are expected to demonstrate a high standard of conduct on their journey to and from school and in any situation where they are ambassadors for Parkfield. Students are expected to:

- arrive at and leave the school in full uniform (unless they have PE period 5)
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.

3. Behaviour Expectations

There are some behaviours which fall outside of Parkfield's expectations and would be dealt with by senior members of staff at the school. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to any member of the school community (staff/student/visitor)
- bringing illegal substances or items on the school premises
- bringing a weapon or tool which could be used to injure another person onto school premises
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another student or member of staff
- behaviour which may bring the reputation of Parkfield into disrepute
- intentionally setting off the school's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the school site

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- community service
- referral to the school's isolation room
- liaison with outside professional agencies to gain further support
- redirected education to another school or an Alternative Provision placement
- fixed-term exclusion
- permanent exclusion

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCO will be involved for all children with an EHCP and one of the SENDCO team for all children on SEND Support.

Students will also be commended for acts of positive behaviour that are to be celebrated and recognised at Parkfield. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Students are also encouraged to demonstrate positive behaviours outside of school and support the local community through their actions and attitudes. Student rewards at Parkfield include;

- verbal praise
- reward points
- postcards
- Telephone calls
- Certificates
- end of term celebration assemblies and end of term / year reward trips and graduation events.

4. Disciplinary sanctions

Sanctions are designed to promote positive behaviour and attendance rather than as a consequence to poor behaviour choices. The greater part of our effort should be encouraging good behaviour rather than sanctioning bad behaviour. These are strategies Parkfield employ to promote positive behaviour:

- Develop the students understanding and practice of appropriate social behaviour

➤ Provide opportunities for students to have additional support and guidance e.g. key adult, ELSA support, and timetable modification

➤ Implementation of a pastoral support plan or behaviour support plan (SLP)

➤ Liaise with external agencies to seek further academic intervention and or emotional support

A clear distinction needs to be made between minor and more serious offences and a clear distinction in the consequences. Students need to be aware that the failure to rectify a particular behaviour trait leads to consequences. Parkfield School understands that the use of sanctions must be consistent, reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student.

Our School's Behaviour policy has the following range of disciplinary sanctions that may be implemented as appropriate and are not necessarily incremental, e.g.: a first offence could lead to any one of the actions stated below:

➤ Reminders and warnings as appropriate by staff

➤ Use of seating plans – students may be asked to move seats.

➤ Use of on-call – a member of SLT will be called to remove students if refusing to follow instructions.

➤ Use of buddy rooms to withdraw a student from a lesson (lesson exclusion) – students may be asked to go to another class (buddy room) if excluded from their own. If this happens 3 times in a week or twice in one day this will lead to isolation.

➤ Break and After school detentions – students may be asked to stay in during break/lunch or after school until 4pm.

➤ Tiered report card system – students may go on report initially to their community leader. If no improvement in behaviour is seen, students will then need to report to a middle leader and if poor behaviour continues students will need to report to a member of SLT.

➤ Internal isolation – students are expected to work in isolation for the day at a given desk, hand over their mobile phone, complete all work set to a high standard and complete reflection form. For those students that access school food provision, arrangements are made for this as part of the personalised day. SEND medical needs are also accounted for.

➤ Fixed term exclusions – students may be excluded from school for a set number of days.

➤ Managed move placement (short term or permanent) – opportunities will be explored for students to move schools. Students will receive a trial period at another school to ensure suitability for student and new school.

➤ Alternative education provision (offsite) – opportunities will be explored for a student to attend another education provision over a short-term period where students will receive support and strategies to improve their behaviour before returning to Parkfield.

➤ Permanent exclusions – students will be removed from Parkfield.

Please refer to appendix A for details on the behaviour guide that describes the process and sanctions relating to the behaviour.

5. Anti-bullying

Bullying is a behaviour by an individual or a group, repeated over time that is deliberate and persistent and is based upon an intention to hurt, control or adversely affect another person either physically or emotionally. It can include: name calling, taunting, making offensive or prejudicial comments, threats, cyber-bullying, violence, taking belongings, producing offensive graffiti, sarcasm, innuendo, repeating inappropriate memes and lyrics, unwanted physical contact or sexually abusive comments, exclusion from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometime called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone text, messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos.

Bullying is often motivated by prejudice against particular groups and might be motivated by actual difference between children, or perceived differences. These are called prejudice-based abuse.

Bullying can include behaviours linked to:

➤ Race, religion, nationality or culture

➤ Special Education Needs or Disability (SEND)

➤ Appearance or physical/mental health conditions

- Sexual orientation (homophobic and transphobic bullying)
- Different home circumstances
- Gender
- Technology (Online/Cyberbullying)

Parkfield School believes there is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Every student has a right to enjoy his/her learning and leisure time free from bullying and as a school, it will not tolerate any behaviour that causes distress to any member of its community.

5.1. Measures and strategies taken to prevent all forms of bullying amongst students:

The school will take seriously and investigate any incidents of bullying or intimidation which a student reports. Appropriate sanctions will be put in place and restorative approaches will be applied where appropriate. Students will be offered support to ensure their well-being (see prevention of bullying policy on the school website).

Strategies adopted to prevent bullying include:

- Whole school ethos
- Focussed assemblies
- Community time activities
- PSHE
- Targeted interventions for specific students through external agencies

6. Parkfield School is a Drug Free Zone

Possession of, use of illegal drugs or any drug paraphernalia or known association with illegal drugs is not tolerated at Parkfield School; neither will any drug related behaviour which may damage the learning environment or endanger others in our community. Parkfield school reserves the right to bring detection dogs into school and deploy them (with their handler) around the school site with no prior notice given to students or parents / carers with the aim of keeping our school free of illegal substances and safe for all of our students. Students will not have direct physical contact with detection dogs.

Everyone connected with the school community needs to know that the consequence of such conduct will result in permanent exclusion.

7. Screening and searching

Parkfield School searches students in line with the "Searching, Screening and confiscation – Advice for Headteachers, School staff and Governing Bodies" (DfE – January 2018)

Informed consent: The school staff may search a student with their consent for any item. The ability to give consent may be influenced by the students' age or other factors.

If a member of staff suspects that a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

Prohibited items: knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco / cigarettes / cigarette papers, matches / lighters and e-cigarettes / any form of vapes, fireworks, pornographic images, stolen items and any other items as defined as such from time to time or that may cause injury to or a person or school property.

This list may be amended to include additional items without prior notice.

Searches generally: If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out one or more of the following:

- A search of outer clothing
- A search of school property, e.g. students' lockers
- A search of personal property (e.g. bag or pencil case)

Searches will be conducted in line with Article 8 of the European Convention on Human Rights, so that they are in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will where possible be the same gender as the student. Where the staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation (DfE-00056-2011).

Where there is a repeated allegation of concerns raised about a student's possession of a prohibited item depending upon the severity, the police may be called and their assistance requested.

8. Confiscation of Property

Parkfield School will confiscate student property (in line with legal guidance) if it is felt the property is harmful, it contravenes a school policy or is detrimental to school discipline or is inappropriate for school. Property will either be returned to the student at a later date, returned to parents / carers or disposed of following discussion with either the parent / carer or student. If the property is illegal in any way, then the police will be involved.

9. Use of Reasonable Force

On occasions it may be appropriate for a member of staff to use reasonable force. Any use of force by staff will be reasonable, proportionate and lawful. This means using no more force that is needed and the use of force may involve passive physical contact or active physical contact.

Reasonable force will be used in accordance with the DfE guidance "Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies" (DfE- 00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- Committing a (criminal) offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere

Where restraint is used, staff would consider any disability or Special Educational Need of the student. Individual behaviour plans and other forms of proactive behaviour support are used to reduce the need for reasonable force. The restraint is recorded in writing and the student's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

10. CCTV

For the safety of staff and students Parkfield School has CCTV operational in several key areas of the school. The CCTV system can also record audio in some places, as well as video in key areas. Full details of the CCTV operated by the school can be found in the CCTV policy on the school website.

Appendix A: Parkfield School Behaviour – Quick Guide for Teachers

At Parkfield School we encourage **good behaviour** through a combination of **high expectations** and **consistent** and **fair** use of **rewards** and **sanctions**. This quick guide sets out the **range of sanctions** and **consequences** available for students who do not comply with our school behaviour policy.



Expectations:		Sanctions:										
<p>Enable:</p> <ul style="list-style-type: none"> ▶ Everyone to give of their best in class ▶ Your teacher to be able to teach their lesson ▶ Everyone to enjoy and achieve <p>Inspire:</p> <ul style="list-style-type: none"> ▶ Be curious about your learning ▶ Look beyond what is taught in the classroom and be interested in the subject ▶ Inspire others through discussion and collaboration in class <p>Nurture:</p> <ul style="list-style-type: none"> ▶ The spirit of Parkfield, it is truly unique and a great place to be ▶ Your own resilience to complete tasks – know when you've done a good job ▶ Your talents, don't hide them away, we are all good at something so we need to celebrate and share this <p>These are the core expectations all students are expected to adhere to in the classroom.</p>		Behaviour	Consequence	Staff Action								
		First failure to meet expectations	Teachers give a timely reminder of expectations	No further action								
		Second failure to meet expectations	Student passport on the teacher's desk as a visible warning	This warning does not need to be recorded on Arbor								
		Third failure to meet expectations, following removal of passport	Sent to buddy room Student must return to their class teacher at the end of the lesson After school detention (ASD) the next Tue/Wed/Thurs 3.15-4.00pm	<ul style="list-style-type: none"> • Add onto Arbor as a behaviour and add "after school detention" in the status box • Teacher to contact home (phone or email) to inform parents/carers of ASD • Yellow Bus leaves airport at 4.20pm 								
<p>Passport for Learning: Poor Punctuality OR Uniform</p> <ul style="list-style-type: none"> > For use in community time, lessons and around the school site > Sign and record when students fail to wear their uniform correctly or arrive late to lessons > Does not need recording in Arbor > CLs should check page weekly and set: <ul style="list-style-type: none"> - An ASD DT for 3 signatures in a week <table border="1"> <thead> <tr> <th>Number of lates</th> <th>Student Action</th> <th>Teacher Action</th> </tr> </thead> <tbody> <tr> <td>1-2 lates in one week</td> <td>Student to make time up with teacher</td> <td>Teacher to arrange time with student to make up the time missed</td> </tr> <tr> <td>3 or more lates in one week</td> <td>Student to complete an ASD the following week</td> <td>Community leader to inform parents of ASD</td> </tr> </tbody> </table>		Number of lates	Student Action	Teacher Action	1-2 lates in one week	Student to make time up with teacher	Teacher to arrange time with student to make up the time missed	3 or more lates in one week	Student to complete an ASD the following week	Community leader to inform parents of ASD	<p>Refusal to go to the buddy room</p> <ul style="list-style-type: none"> • Class teacher emails on-call • On-call will escort to buddy room • Isolation and extended day until 4.00pm 	<ul style="list-style-type: none"> • Notify reception student has been sent to on-call • Teacher to add behaviour leading to refusal onto Arbor and "on-call and extended day" into the status box • Contact home by class teacher • Pastoral support will organise isolation and extended day and contact home.
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<p>Damage to school property:</p> <p>Any student caught damaging school property (including graffiti) will receive:</p> <ul style="list-style-type: none"> > An ASD detention > A letter home to parents/carers explaining that they will need to rectify the damage or pay the cost of repair/removal 		<p>Mobile Phones:</p> <ul style="list-style-type: none"> > Students' mobile phones and headphones should not be seen or heard on school site > Students are not allowed to listen to music in lessons <table border="1"> <thead> <tr> <th>mobile phone</th> <th>Teacher Action</th> </tr> </thead> <tbody> <tr> <td>1st time in a term</td> <td>Teacher to give a warning, confiscate phone and advise that the student can pick up their phone at the end of the day</td> </tr> <tr> <td>2nd time in a term</td> <td>Teacher to confiscate phone, advise student that they can pick up their phone at the end of the day and teacher to inform parents</td> </tr> <tr> <td>3rd time or more in a term</td> <td>Teacher to confiscate phone, parent contacted and advised child will need to hand phone in daily.</td> </tr> </tbody> </table>			mobile phone	Teacher Action	1st time in a term	Teacher to give a warning, confiscate phone and advise that the student can pick up their phone at the end of the day	2nd time in a term	Teacher to confiscate phone, advise student that they can pick up their phone at the end of the day and teacher to inform parents	3rd time or more in a term	Teacher to confiscate phone, parent contacted and advised child will need to hand phone in daily.
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Appendix C – Primary specific details

Positive Behaviour for Learning – High Expectations for All (Primary update March 2021)

At Parkfield School, we encourage our students to demonstrate positive pro-social behaviour, and provide a stimulating and engaging learning environment, where all students can strive to be the best learners possible. The information below outlines to all staff a clear staggered response of sanctions for inappropriate antisocial student behaviour.

Our Corporate Responsibility

To be aware of all student's behaviour, not just students from our own class, community group, or sector of the school. If a student is not following our Behaviour Policy / Parkfield Promises, we need to intervene - inside the building or outside (in hallways and shared spaces, as well as in the classroom) - even if a student is not in our class, community group, or sector of the school.

Logging Incidents on Arbor

- All antisocial behaviour incidents need to be added to Arbor as promptly as possible, thus enabling staff to respond swiftly and appropriately, and to engage parents where necessary. This includes all incidents – whether inside the building or outside (in hallways and shared spaces, as well as in the classroom).
- When recording an incident on Arbor, only use initials of other students involved when entering info on a specific student's log. Be as factual as possible.
- If an antisocial behaviour entry is logged on Arbor by a staff member other than the class teacher, the person logging the incident will need to email the entry to the class teacher on the same day.
- All behaviour related phone calls to parents / carers need to be logged on Arbor.

Inappropriate / Antisocial Behaviour in Lessons

Failure to meet expectations of the class teacher will result in the following:

Escalation	Teacher Action	ONCALL action
1	<ul style="list-style-type: none">• Warning from class teacher.• Teacher to remind student of expectations (at this point, this does not need to be recorded on Arbor).• Move down 'Behaviour Ladder – stop & think'.	N/A
2	<ul style="list-style-type: none">• Second warning from class teacher.• Teacher to record behaviour on Arbor.• Move down 'Behaviour Ladder – consequence'.	N/A
3	<ul style="list-style-type: none">• If student refusing to follow 'Parkfield Promises' and behaviour deteriorating and is disrupting the learning of others – send ONCALL.• Teacher to record behaviour on Arbor and call parents to inform them of incident.• Log phone call on Arbor.	<ul style="list-style-type: none">• ONCALL to remove student from class and escort to either TW or SH class.• TW to decide if student will receive an isolation the following day.

- Please see appendix 1 for student behaviour intervention and escalation process.

Going on Behaviour Report

Arbor behaviour report is downloaded weekly, this should be a complete record of all incidences each week as an ongoing record of anti-social behaviour events is kept independently of Arbor.

Yellow entry	<ul style="list-style-type: none"> Teacher will speak with the student, outlining the specifics of the issue and have a frank discussion about what went wrong and how this can be turned around. Incident is to be recorded on Arbor by the teacher. <p>We will closely look at any student who is consistently receiving yellow behaviour entries and/or who is exhibiting continual low-level disruptive behaviour. We will identify amelioratory measures that can be put in place to improve behaviour.</p>
Red entry	<ul style="list-style-type: none"> Teacher will call parents / carers the same day, outlining the issues and how this can be turned around. The key message here is that we are working in partnership with the family to support the student along the pathway to pro-social behaviour. Incident is to be recorded on Arbor by the teacher. The call information is to be recorded on Arbor by the teacher.
3 X Red entry	<ul style="list-style-type: none"> Student will go onto 'Positive Behaviour Report', issued by SH. Parents / carers will be notified of this via email from SH. Staff will be notified (via email before school starts on Mondays) of any students who will be going on report. He / she will need to go to SH during registration on Monday to collect the report (CC: EYFS – Yr3). SH & CC will go through school's expectations of them. <p>It is the teacher's responsibility to ensure that the student is sent to SH & CC at this time and again each day at 2:50pm, with his/her report.</p>
SLT Report	<ul style="list-style-type: none"> Students who continue to receive red entries and / or continually receive poor marks / comments while on report will move on to Senior Leader Behaviour Report – administered by SLT.

- The Positive Behaviour Report has been updated to include a section that allows for a daily parental contribution. Parents will be informed by email that their child will be on report for 2 weeks, which should be no surprise, as teachers would have already opened up a dialogue about their son / daughters behaviour. Within the email, SH will be asking the parents to actively engage in the process, by discussing the comments included in the daily report and to make a supportive comment themselves.
- Teachers are to ensure that comments on the Positive Behaviour Report are accurate, meaningful and initialled. If student has received 3 & 4 for behaviour or effort, they will need to miss a proportion of his / her morning or lunch break (this allows for a degree of teacher flexibility) to have a frank discussion about what is still having an impact on their behaviour and learning, and how this can be turned around.
- When a student comes off their Positive Behaviour Report, it will be retained by SH for future reference.

Poor Punctuality & Truancy

Students are expected to be punctual to all registration and lessons.

Number of lates	Student Action	Teacher Action
1-2 lates in one week	<ul style="list-style-type: none"> Student to make time up with teacher as required. 	<ul style="list-style-type: none"> Teacher to arrange time with student to make up the time missed. Late to registration will be recorded on Arbor by office staff.
3 or more lates in one week	<ul style="list-style-type: none"> Student to complete a break time detention the following day. 	<ul style="list-style-type: none"> Teacher to contact parents to discuss any issues causing the morning lates. Information may need to be forwarded to Pastoral / Primary lead. Log phone call / conversation on Arbor.
Truancy from lessons	<ul style="list-style-type: none"> Student to complete a break time detention the following day. 	<ul style="list-style-type: none"> Teacher will call parents / career and log phone call on Arbor. Record each truancy on Arbor behavior record.

Mobile Phones in School

The students who are permitted to bring a phone into school are as follows:

- students travelling to and from school on the bus
- students who go between homes (i.e. if parents are separated).

For these students, as a safety measure, phones are to be given to the class teacher each morning and then returned to the student at the end of the school day.

- No other students are to bring a phone into school. If a student brings a phone into school, the class teacher is then to have a conversation with parents / carers about schools policy on mobile phones in school within primary.
- If you see a student using their mobile phone in school, please confiscate it and give it to the class teacher. The class teacher is then to have a conversation with parents / carers about schools policy on mobile phones in school within primary.

Damage to School Property

Any student, primary or secondary, caught damaging school property (including graffiti) will receive:

- Senior Leadership detention
- Letter home to parents / carers explaining that they will need to rectify the damage or pay the cost of repair/removal.

Appendix D – Student Behaviour Intervention and Escalation Process

Parkfield School aims to provide specific support to all students to help them be the best learners as possible. In all behavioural cases, we will work towards a positive resolution. It is important that everyone involved has clarity regarding what intervention is on offer, the trigger points for action and plans are focussed on learning needs. The flow charts below provide guidance on what staff at Parkfield need to follow to ensure consistency across the whole school.

There will be occasions where school's response to incidents of antisocial behaviour (i.e. violence or unsafe behaviour) will be fast tracked, therefore a student may move through the tiers quickly, depending upon his / her actions or failure to successfully complete any behaviour tier.

Primary (in line with the Primary Positive Behaviour Policy)

